5: Crowder J-5 (1955-1961) 1962
MS37 Senegal MS37

colonies other than Martinique, Guadeloupe and Réunion and at the same time they were subjected to rule by direct decree of the Emperor.

It was under the Second Empire that the first great period of French colonial expansion in black Africa took place. It was during that regime that Faidherbe, who was to Senegal what Lugard was to Nigeria, first embarked on his African conquests. Faidherbe himself embodied this dichotomy in French colonial policy: an authoritarian agent of an authoritarian regime, he was often found introducing reforms and innovations that conformed with the most liberal application of an assimilationist policy.

Faidherbe was appointed Governor of Senegal in 1854. At the time St. Louis, according to Abbé Boilaut in his *Esquisses sénégalaises* was a city of 12,336 inhabitants with only 177 Europeans. There were two primary schools run by Catholic missionaries. A full scale administration had succeeded in imposing on a town otherwise consisting mainly of single storey houses, a governor's palace, a 'very elegant Palace of Justice', a large naval hospital, a fine church and an army barracks.

From his base at St. Louis, Faidherbe, in a series of brilliant campaigns, notably against the powerful emir of Trarza and the Muslim reformist and Toucouleur leader, El Hadj Omar, was to lay the foundations of France's West African empire. To do this he organised the now famous *Tirailleurs Sénégalais*, since Europeans did not stand up well to the climate and the prevalent diseases. By conquest or by treaty he brought most of modern Senegal and much of Soudan (Mali) under French rule. He installed an efficient military administration, and even published an official newspaper the *Moniteur du Sénégal*. Altogether Faidherbe was a remarkable man. He was a firm believer in the equality of races, and did much to increase the educational facilities of the colony. He established a school for the sons of chiefs, and lay schools for Muslims, who objected to attending the mission schools. Whilst Faidherbe wanted to

22:Winterbotham et al. K-4 (no date) 1944 M837 Senegal MS 37

took with him a lay schoolmaster, who opened a school for boys at St. Louis in 1817. Its pupils varied in number from 60 to 100, and it continued under state and lay control until 1841. In that year its management was handed over to Roman Catholic priests, while the Government undertook to maintain the school and to pay for its equipment and the salaries of its teachers.

Girls' education dates from 1826, when the Sisters of St. Joseph of Cluny founded schools at St. Louis and Goree.

By 1854 there were four schools in Senegal. They all belonged to Roman Catholic missions supported by government grants, and they counted only 590 pupils on their rolls. There were difficulties regarding the admission of Moslems to these schools and, as Islam was the prevailing faith, the spread of education was hindered. In 1857 Faidherbe opened a Moslem School at St. Louis, and until 1903 this remained the only lay primary school in Senegal. By 1898 there were 9 primary schools in the four communes and about 30 in the protectorate. These were staffed by interpreters and non-commissioned officers, and their existence was spasmodic. At that time elementary education throughout French West Africa was mainly in the hands of the missions, and, so far as the Government took any interest in it at all, it was organized by local regulations in each colony. The Governor-General's order of 24 November 1903 set up a uniform system of state-controlled education throughout the Federation.

In 1938 Senegal and Dakar had 132 European teachers and 337 native in Government schools and 48 teachers in recognized private schools. Pupils were arranged as follows:

	Schools	*Boys*	*Girls*	*Total pupils*
GOVERNMENT SCHOOLS				
Primary				
Village schools	72	5,946	241	6,187
Regional schools	16	4,590	432	5,022
Urban schools	10	3,392	752	4,144
Higher Primary	2	158	14	172
Technical	4	146	0	146
	104	14,232	1,439	15,671
PRIVATE SCHOOLS				
Primary	13	1,164	293	1,457
Totals	117	15,396	1,732	17,128

There were also 2,295 Moslem schools giving rudimentary instruction to 16,190 pupils.

/103 cont./

633 [447] instance, a customs office, and a telegraph, telephone, and post office. The various administrative services are represented there (public works, treasury, medical aid, education, agriculture, veterinary medicine, etc.).

439 Financial situation. Taxes. The circle of Sine-Saloum is constantly increasing in importance because of its size, population, and economic resources.

[496] [49] [505] Because of its exceptional location, the railway from the Sudan crosses it over a distance of 190 kilometers. Seven stations mark it out. Its railroad network and its system of highways and canals permit it to drain to Kaolack and [439] Foundiougne all of the products of the soil. Thus, the total commerce for 1927 (imports and exports combined) amounted to 350 million francs for the circle. The customs duties collected for the benefit of the general budget of French West Africa reached 13 million francs. The taxes from the tax rolls (personal taxes, patents, licenses, etc.) have risen to 25 million francs, whereas they did not exceed the figure of 4,300,000 francs in 1923. The advance is thus remarkable.

651

Native personal taxes alone in 1927 provided 3,768,355 francs, whereas in 1921 they brought in only 2,791,000 francs.

Taxes on livestock went from 270,000 francs in 1921 to 425,000 francs in 1927.

871 /104/ Education. Instruction is given to the children [875] by French and native teachers. There is a regional school with 500 pupils at Kaolack. Primary schools are operating [872] at Fatick, Foundiougne, Sokone, Gossas, Kaffrine, and Nioro. In all, 1,200 children receive instruction; only an elite goes to school. A need for the creation of new centers of education is felt, especially at Birkelane, Koungheul, Gandiaye, Niakhar, and Tataguine. Nevertheless, although instruction in French is given only in our schools, the natives also receive some rudiments of instruction in the Koranic schools. The latter are quite numerous.

[in KAOLACK - ANALYST]